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ABSTRACT

Ecuador's educational system is described in six sections of this report. Section one describes the history, structure, legal basis and requirements, administration, financing, enrollments, academic calandar, language of instruction, and grading system of the Ecuadorian educational system. Section two describes the objectives, programs, and curriculum of both preschools and primary schools. Section three outlines the objectives, basic cycle, diversified cycle, and curriculum of secondary education in Ecuador. Section four summarizes the programs, entrance requirements, target skills, and sponsoring agencies for vocational education. Section five briefly describes teacher-education programs in Ecuador. Finally, section six lists the institutions offering degree programs and the degrees granted in 1974. (DE)

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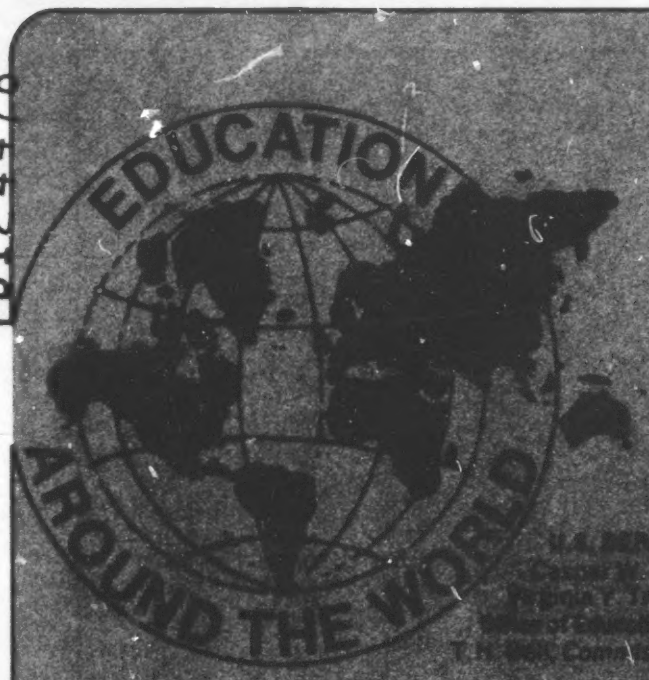

The Educational System of

ECUADOR

THE COUNTRY AND THE PEOPLE

Official Name: Republic of Ecuador.
Location: Northwest coast of South America.
Size: 104,506 square miles.
Main Subdivisions: 20 Provinces, 108 cantons, and 893 parishes.
Official Language: Spanish, but Quechua dialects spoken widely.
Population: 6,500,845 (1974 provisional census).
People: Approximately 40 percent Mestizo (persons of mixed European and Indian heritage), 40 percent Indian, 10 percent of Spanish origin, and 10 percent of African origin.
Literacy: 73.2 percent (1975 estimate).
Type of Government: Republic.
Religion: Roman Catholic.

THE BASIC SYSTEM

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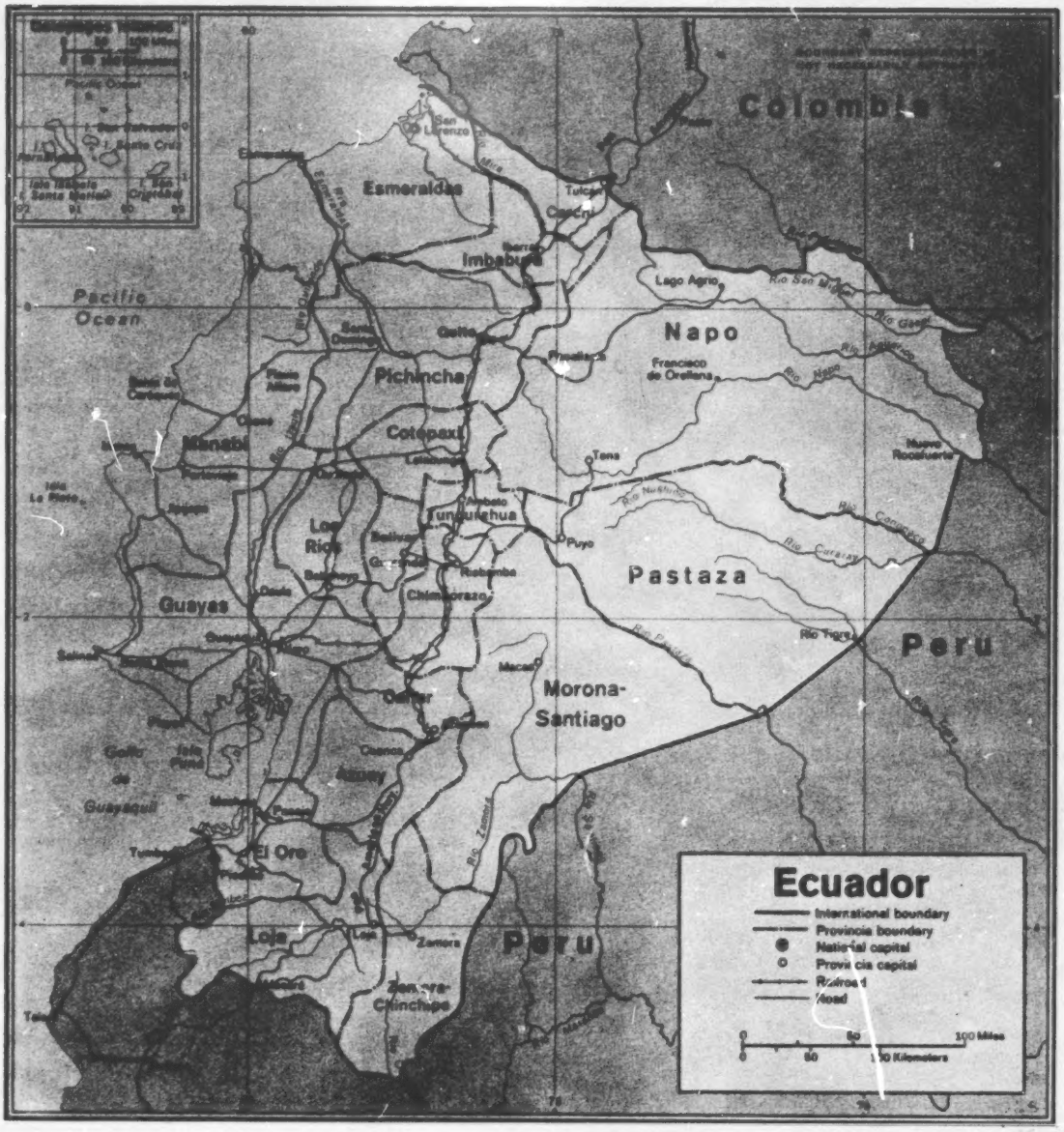
The beginning of the modernization of Ecuadorian education is usually dated from the First National Congress of Primary and Normal Education in 1930. Between 1935 and 1955, several Ministers of Education, especially Don Carlos Zambrano and Fernando Chávez, spoke out publicly on the need to plan the development of education systematically. In 1940 several major planned reforms were introduced. In 1960 a formal department of educational planning was established within the Ministry of Education, and in 1962 this department completed its first comprehensive evaluation of Ecuadorian education. Subsequently, a detailed educational development plan was prepared in 1964 that has since been followed by additional plans in 1967 and 1971. The *Plan de Desarrollo de la Educación: 1973-77* (Plan for Development of Education: 1973-77) took effect in 1973. Despite these planning efforts and the increase in national revenues from petroleum exports since 1972, Ecuador's growing population and backlog of socioeconomic needs have absorbed much of the increase in governmental expenditures on social legislation. Thus, rapid developmental progress in education has been prevented.

History

The origins of Ecuadorian education are rooted in the early institutions of religious communities: most notably, the Franciscans, Augustinians, Jesuits, and Dominicans in the second half of the 16th century and the early 17th century; and the Christian Brothers and Sisters of the Sacred Heart in the 19th century. Although the first schools were primarily designed to train for the Catholic priesthood, they admitted the sons of upper class civil functionaries who did not prepare for the priesthood. The academic program consisted of theology and philosophy to which law was



later added and finally medicine in the 17th century.

Throughout the 18th and 19th centuries, the religious character of Ecuadorian education persisted and became even stronger. Under the presidency of Gabriel Garcia Moreno (1860-75), public instruction passed almost exclusively into the hands of clerics. The Jesuits, who had been expelled from the country, were reinstated. They took charge of much second-level schooling and the newly organized polytechnical school. Religious teaching orders from Germany, France, and Italy were also brought into the country to develop and expand existing schools. These orders staffed Ecuador's first teacher-training school and made major contributions to the development of Ecuadorian education, especially in technical education and the education of women.

By the beginning of the 20th century, education was firmly under the control of Catholic Church officials. And, although secularization of schooling began legally in 1905 with the reforms of the 1897 Constitution, it was still some time before a lay system of education took hold. The battle for secularization that ensued included expulsion of Capuchin, Salesian, and foreign-born Jesuit priests, cancellation of the contract with

the Christian Brothers, and forcible closing of several religious schools. Between 1913 and 1922 two German mission teams were brought to Ecuador. Their assessment of the schoolday of that period as being too routine, memoristic, and abstract, without a sound psychological basis and a scientific approach, was the final blow to religious domination of the schools. By 1930, when the First National Congress of Primary and Normal Education convened, it was clear that Ecuador had started on the road to planning and developing a modern lay educational system.

Structure

Current system.—Attendance at the 1- to 3-year preschool programs in Ecuador is optional. Formal schooling properly begins at age 6 and is compulsory until the child has completed the 6-year primary school or reaches age 14. At the postprimary level a student enters the 3-year basic cycle of the secondary school or one of the 4-year practical-vocational schools (now almost entirely phased out). To complete secondary education, a student either selects one of the 3-year program specializations of the diversified cycle, which leads to a *bachillerato* certificate (usual route), or one of the short career courses designed to replace the postprimary practical-vocational schools. Advanced studies are pursued at a university or a polytechnical institute, or through one of the short professional career courses. (See chart of the country's basic educational structure in 1974.)

Plans for the future.—Reorganization plans, as outlined in the *Plan de Desarrollo de la Educación: 1973-77,* aim to combine the primary years and the basic cycle of secondary education into a 9-year basic school *(educación básica)* that will be divided into three 2-year cycles and a final cycle of 3 years. This basic school is to be free and compulsory, although the Ecuadorian Government has been unable to enforce its previous compulsory laws.

Nonformal education.—Paraschool activities are extensive. Among the most important are literacy campaigns and adult education courses *(escuelas adaptadas).* In regard to the former, government plans aim to increase the literacy rate to 80.8 percent rate by 1977. Adult primary and secondary school education programs, begun in 1963, have been gradually extended to include the academic track of the diversified cycle of secondary education. These programs are similar to regular school programs, but they eliminate material strictly oriented to younger students and add, in many cases, practical training such as agricultural, workshop, and handicraft studies. The primary course is organized into three 6-month cycles. Secondary courses are organized into academic years of 215 days. Students attend classes 5 evenings a week for 2 hours and 40 minutes, and for 3 hours and 20 minutes on each Saturday afternoon.

Legal Basis and Requirements

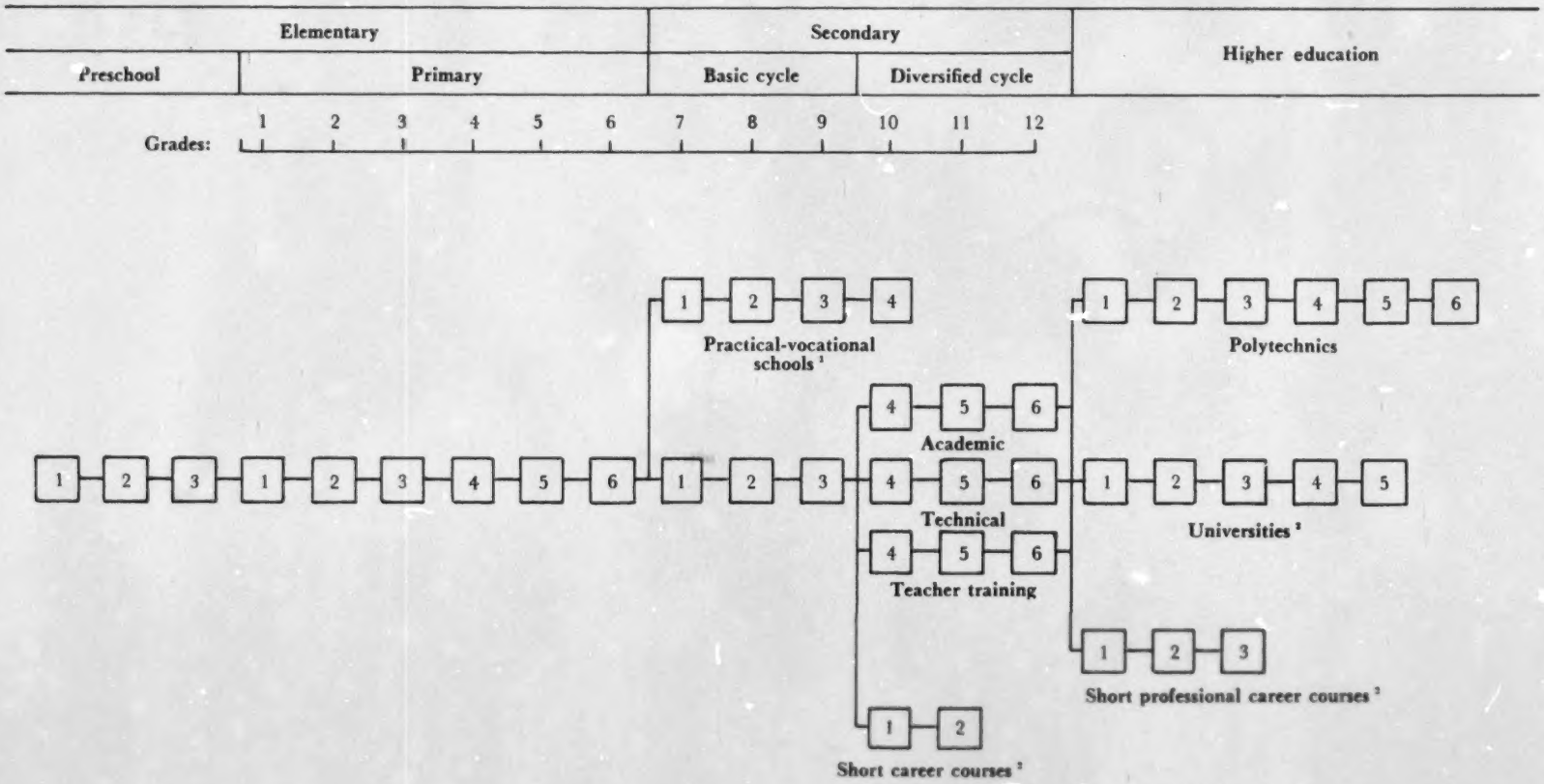
According to article 143 of the 1945 Constitution (proclaimed in effect February 1972), education is a function of the state; should make the student a useful member of society; and should be free, nonreligious, and obligatory. Other significant legislation includes the *Ley Orgánica de Educación* (Organic Law of Education)—recompiled last in 1968—which sets forth the basic principles of Ecuadorian education; the *Reglamento de Régimen Escolar* (Regulations for School Administration), which details the general governances of primary education; the most recent (1973) *Reglamento General de Segunda Educación* (General Regulation for Secondary Education), which sets forth guidelines including study plans for secondary education; and the 1966 edition of *Ley de Educación Superior* (Law of Higher Education), which outlines the legal basis of higher education. In addition, recent and pending legislation includes a new law for higher education *(Ley de Educación Superior)*, degrees prescribing curriculum changes for adult secondary education and socioeconomic development plans in which the educational system will play a major role.

Administration

Traditionally, all preuniversity educational activities have been centralized within the Ministry of Public Education and Sports, aided by three regional offices located in Quito, Guayaquil, and Cuenca. Since April 1974, however, a reorganizational plan has limited ministerial activities to policy decisions, planning, and evaluation: program execution is in the process of decentralization and will eventually be the charge of 20 provincial directors of education. The ministry itself is now restructured into two levels—a higher directive level composed of the Minister and Subsecretary and a development level composed of three directorates (technical for overall planning and advisement, administrative for allocation of funds, and general for coordinating and supervising the national educational program administered by the provincial directors of education).

Both public and private preuniversity schools are subject to ministerial regulation although public schools may be erected and supported by either local authorities (municipal schools) or the National Government (fiscal schools). The Council of Higher Education, an independent body composed of officials of higher education institutions, serves as a liaison between these institutions and governmental bodies as well as a coordinating agency for higher education.

The Basic Educational Structure: 1974



[1] Postprimary practical schools for women and agricultural schools; both types of institutions are gradually being phased out.

[2] Length of studies may vary.

Financing

Public education is financed jointly by the Provincial Councils, the municipalities, and the National Government—the major contributor. For the 1975-76 school year, the total public expenditures for education were estimated to exceed 30 percent of the total national budget. For the 1974-75 school year, the National Government's expenditures amounted to 25.6 percent of the total national budget, or 2,922 million sucres (1 sucre equals $0.04). Of this amount, 42 percent was assigned to elementary education, 39 percent to secondary education, 14 percent to higher education, and 5 percent to other educational programs such as adult education and educational planning. The breakdown of capital expenditures (18.4 percent) and recurrent expenditures (81.6 percent), by purpose and percentage, was as follows:

Purpose	*Percentage Distribution of Expenditures*	
	Capital	*Recurrent*
Elementary education	17	48
Secondary education	45	38
Higher education	33	10
General administration, etc.	5	–
Miscellaneous	–	4
Total	100	100

Enrollments

About 82 percent of the age group 6 through 12 are enrolled in school and about 37 percent of the age group 13 through 15. For the academic year 1972-73, total enrollment, excluding higher education, was 1,384,091. This total included 1 percent in preschools, 80 percent in primary schools, and 19 percent in secondary schools. Private education, although diminishing in comparative importance, is still significant: private schools accounted for some 34 percent of total secondary enrollments; 21 percent of higher education enrollments; and 18 percent of primary enrollments. In the 1972-73 school year, the proportion of females to males in all secondary and primary schools was 4.7 to 5.3. (See table 1.)

Academic Calendar

The academic year is divided into 3 terms that total 165 days for full-time day students. The academic week is from Monday to Friday, with class periods from 40 to 50 minutes long. In the Sierra (the central mountainous region), the first trimester begins on or about October 1 and ends December 23; the second, January 2 to Palm Sunday; and the third, Easter Monday to the last week of June. In coastal areas and the eastern lowlands, the first trimester begins during the second week of April and ends in mid-July; the second, mid-July to the end of September; and the third, mid-October to the end of December.

Language of Instruction

Spanish is the official language of instruction although Quechua and other Indian dialects are widely spoken. There are approximately 60 elementary schools classified as bilingual, in which the student begins his studies in his local tongue and is gradually introduced to Spanish instruction. Although limited, some teaching materials have been produced in Quechua and other Indian dialects for use in these schools.

Grading System

Final grades are reported on a 10-point scale as follows: 9.1 to 10 is excellent *(sobresaliente)*, 8.3 to 9 is very good *(muy buena)*, 7.5 to 8.2 is good *(buena)*; 6.8 to 7.4 is also good; and 6.0 to 6.7 is average *(regular)* and the lowest passing grade. At the secondary level examinations and work assignments are graded on a 0- to 20-point scale with 20 equivalent to "excellent." A total of 45 points (a minimum sum of 30 on 3 trimester exams, plus 15 on the final) is required to pass a subject. The maximum number of points a student can

Table 1. – Enrollments at each level, by sex and type of school: 1972-73[1]

Level	Total	Sex		Type of School		
		Male	Female	Fiscal Public[2]	Municipal Public[3]	Private
Preschool	15,902	7,867	8,035	10,777	1,000	4,125
Primary	1,100,264	570,051	530,213	802,337	104,817	193,110
Secondary	267,925	144,026	123,899	168,339	8,031	91,555
Higher	43,743	30,623	13,120	34,510	---	9,230

[1]Higher education figures are for the 1971-72 academic year.
[2]Schools built and supported by the National Government.
[3]Schools built and supported by local authorities.

Sources: Adapted from: Statistical Section of the Ministry of Public Education and Sports, 1974; and *Estadisticas Universitarias.* Quito: Instituto de Investigaciones Economicas y Financieras, Universidad Central del Ecuador, 1974.

earn in any given subject is 80 (the sum of 20 points on the four examinations).

ELEMENTARY EDUCATION

Elementary education comprises an optional preschool program (of 1 to 3 years) and 6 years of primary schooling.

Preschools

The objectives of preschool education are psychomotor development and formation of social habits to prepare a child for the elementary school years. There have been no governmental regulations on curriculum, except the statement that preschool experiences should be organized to suit the needs of this age group. The structure of public preschool is divided into two sections: one for 4- and 5-year olds, the other for 5- and 6-year olds. Developmental plans are limited in scope and dependent upon financial resources not required by other levels of education.

Primary Schools

The primary years are divided into three 2-year cycles with automatic promotion within each cycle, and promotion between cycles is dependent upon a written examination. Students, by law, may not enter the first cycle before they are 6 years old. Upon completion of the third cycle, a certificate of primary education is issued by the Provincial Director of Education (formerly, by the Director General of Education). The schoolday normally lasts 6 class hours, from 8 a.m. to 2:30 p.m., if not on double shifts as in some urban areas. Uniforms are required by law, although many schools permit their students to wear them only 1 day a week. Public schools charge no tuition, but in most cases students must purchase their textbooks and school supplies. The school year is 33 weeks in length.

Objectives.—Several legal documents and official statements set forth a variety of detailed objectives for primary education. In general terms, system goals emphasize growth targets. Curriculum goals center on general education preparation—(1) to instill and fortify the Ecuadorian conscience and a spirit of patriotism; (2) to aid in the physical development of the child; (3) to cultivate ethical, social, and civic responsibility and to strengthen democratic life; (4) to stimulate the development of intelligence; (5) to impart knowledge and to develop attitudes and skills that satisfy the student's needs; (6) to cultivate aesthetic feelings and creative attitudes; (7) to support good health and recreational habits; (8) to foster good human relations; and (9) to contribute to the student's future economic growth.

In addition, the 5-year development plan (1973-77) made the following curriculum commitments: (1) To procure harmonious biological, psychological, and social development of the student; (2) to stimulate the development of attitudes, habits, and abilities for useful work in society; (3) to form a critical, ethical, and creative personality upon which to impart the fundamentals of scientific, technical, and humanistic knowledge; (4) to assist the student to understand the socioeconomic realities of the country so he may actively participate in its transformation; and (5) to exalt and diffuse the national culture.

Curriculum.—Since 1967 the curriculum has been uniform throughout the country, in rural as well as urban schools, in public as well as private schools. It is composed of 30 periods of weekly instruction, with each period lasting 50 minutes and generally divided into at least two different activities. (See table 2.)

Table 2.—Curriculum for primary education: 1975

Subjects	Periods per week	Percentage of time
Spanish language:		
Reading	3.3	
Penmanship	1.5	
Grammar and spelling	1.8	
Writing	1.7	
Total	8.3	27.8
Mathematics	5	16.7
Social studies:		
Immediate environment	1	
Community and country	1	
Continent and world	.66	
History	1.66	
Total	4.3	14.4
Natural and physical sciences	2.3	7.8
Physical education	2	6.7
Social and civic group work	1.3	4.4
Health	1	3.4
Aesthetics:		
Music and dance	1.3	
Art	1.3	
Total	2.6	8.8
Practical work[2]	3.3	10.0
Grand Total	[3]30.0	100.0

[1]Prescribed by Decree No. 3131, Nov. 14, 1966.
[2]Home economics, shop, manual labor, and/or agriculture.
[3]Because of rounding, items do not add precisely to total.

Rural programs.—Special rural programs—e.g., educational nuclei *(núcleos educativos)*—or groupings of a number of small schools around a central school—have been developed chiefly to make primary educational facilities accessible to rural youth. In 1972, approximately one-fourth of all rural students attended schools without a full 6-year course of study. Although primary enrollments were about equally distributed between urban and rural schools (50.2 percent and 49.8 percent, respectively), retention and completion rates in rural schools were markedly lower. Other problems in rural primary schools include a higher teacher-student ratio (1 to 43.9 as compared to 1 to 39.9 in urban areas) a proliferation of small school buildings (5,512 as compared to 1,485 in urban areas) and a high percentage of teachers who lack the full certification requirements (19.8 percent as compared to 9.1 percent in urban areas).

SECONDARY EDUCATION

When the practical-vocational schools become completely phased out, the lower years of secondary education will consist solely of a 3-year common or basic cycle *(ciclo básico)*, with a uniform curriculum for all students. During the upper years, known as the diversified cycle *(ciclo diversificado)*, students must either select one of three 3-year programs—academic, technical, or teacher-training—which leads to higher education; or select one of the terminal vocational courses *(carreras cortas*, literally "short careers") designed to prepare them for job entry as semiskilled or skilled workers. The vocational education and teacher-preparation programs are discussed on pages 11-14.

Objectives

The goal of secondary education is the integral formation of the adolescent's personality. Specifically, objectives are stated as follows: (1) To develop ethical behavior based on practical education, to encourage deeds of integrity, and to instill an appreciation of such behavior in others; (2) to cultivate a democratic consciousness in civic and social behavior as a necessary precondition for political life and constructive existence within the society; (3) to provide a solid general cultural background in scientific and philosophical education that will permit the student to work effectively and to anticipate, plan, fulfill, and verify his tasks; (4) to shape economic and vocational interests that will develop student initiative and imagination as a stimulant to social and economic mobility of the country; (5) to form individual and social habits of health and hygiene; and (6) to develop aesthetic appreciation of national and foreign artistic values. Additionally, all schools are encouraged to assist students in identifying their vocational and educational interests through psychological counseling services.

Major objectives of the secondary school system during the target year 1977 will be to increase (1) the percentage of the age group in attendance to 49.4 of the 13- to 15-year olds, and 23.9 of the 16- to 18-year olds; (2) the percentage of students in the technical track, especially industrial and agricultural studies; and (3) the number of vocational specializations. There is some experimentation with creating a track combining academic and technical programs that would lead to the *Bachillerato Técnico-Humanístico* diploma. If successful, this combined program may receive major emphasis in the future.

Basic Cycle

Admission to the basic cycle requires that a student be between the ages of 12 and 18, have earned an elementary school certificate, and be free of contagious disease. Upon completion of the cycle, a student is awarded a diploma that enables him to enroll in a diversified cycle program or a short career course.

The main purpose of this cycle is to continue the general education begun in the primary school. Its specific objectives are threefold: (1) To impart a general cultural background, (2) to prepare students, in accordance with their abilities, for a middle-level occupation, and (3) to guide students educationally as well as vocationally.

Most basic cycle schools are physically attached to either primary or diversified cycle school buildings. Of the uniform program of studies, general subjects comprise about 73 percent; applied subjects ("practical options") such as agriculture, commercial arts, handicrafts, and industrial arts, comprise about 20 percent; and group activities, 7 percent. Classes meet for 37 periods per week over a 3-year period. The exact curriculum and average hours of weekly instruction (prescribed by Decree No. 584 of June 10, 1966) are as follows:

Civics*	.33
Drawing	1
Foreign language	3
Group activities* (e.g., interest clubs)	2.66
History and geography	4.33
Mathematics	5
Music education	2
Natural sciences	4
Physical education and health	2.33
Practical options	7.33
Spanish	5

*Added in 1969 by Resolution No. 1168.

Table 3.–Curriculum for the academic track of upper secondary education: 1975[1]
[– indicates zero hours]

Subjects	Periods per week 1st year	2d year	3d year
Classical humanities branch:			
Civics	2	–	–
Ecuadorian territorial rights	–	–	2
English	2	2	2
Epistemology	–	2	–
Ethics	–	2	–
French	3	3	3
Geography	2	2	2
Greek	4	4	5
History	3	3	3
Latin	5	5	5
Literature and composition	5	5	5
Logic	2	–	–
Natural sciences	2	2	2
Philosophy	3	3	4
Physical education	2	2	2
Total	35	35	35
Modern humanities branch:			
Core:			
Foreign language	3	3	3
Group activities	1	1	1
History of Ecuadorian boundaries	–	2	–
Logic and ethics	3	–	–
Philosophical problems	–	3	–
Physical education	2	2	2
Psychology	–	–	2
Physical science route:			
Biology	4	4	4
Chemistry	4	4	5
Economics	–	–	2
History of Ecuador	–	2	2
Human geography and economics of Ecuador	–	2	–
Human geography and world economics	2	–	–
Literary appreciation/ composition	4	2	2
Mathematics	5	6	6
Physics	4	4	6
World history	3	–	–
Social science route:			
Civics	–	2	–
Current philosophies	–	–	2
Economics	3	3	3
Geography of the world and Ecuador	4	4	–
History of Ecuador	–	–	6
Human geography and economics of the world and Ecuador	–	–	5
Literary analysis and composition	5	5	6
Mathematics	4	2	3
Natural sciences	4	2	2
Sociology	2	2	–
World history	4	4	–
Total, core, and 1 route	35	35	35

[1]Prescribed by Decree No. 584, June 10, 1966, and amended by Resolution No. 828, Mar. 28, 1968.

Diversified Cycle

About 21 percent of the age group 16 to 18 are enrolled in the diversified cycle. The academic track is most popular, with 52 percent of the cycle's enrollment in 1973; the technical track enrolls 37 percent; and the teacher-training track, 11 percent. Since 1969, enrollments in the diversified cycle have been growing steadily and the percentage of the age group in attendance has been increasing at an average of 1.45 percent yearly.

Academic track.–The chief goal of general/academic education is to prepare students for higher education. The 3-year academic track is divided into a classical humanities branch and a modern humanities branch, the latter being subdivided into physical science and social science routes. (See table 3.) The classical humanities curriculum is designed for students who wish to pursue advanced study at a seminary (religious training), but such students are also considered prepared for higher studies in such areas as pedagogy and law.

Particular objectives of the modern humanities curriculum are to develop the intellectual, ethical, social, and cultural abilities of the student through inculcating habits and values and developing mental powers of reflection and criticism; and to provide the student with knowledge and abilities that will permit him participation in productive activities and gain access to professions requiring higher education. Students taking the social science route of this branch are generally con-

sidered prepared for entrance into higher education programs such as those in law, pedagogy, and business; and those taking the physical science route, for entrance into higher education programs such as those in engineering and medicine.

The curriculum for both branches of the academic track is comprised of 35 periods per week. All students in the classical humanities branch take the same subjects; in the modern humanities branch, however, students in the physical and social science routes, while sharing a common core of subjects, take a different group of additional subjects that includes both general cultural and specialized courses. Upon completing the classical humanities branch, students receive the *Bachiller en Humanidades Clasicas;* and upon completing either route of the modern humanities branch, they receive the *Bachiller en Humanidades Modernas.*

Technical track.–Nonterminal technical education comprises four general areas–commerce and administration, industrial arts, agriculture, and arts. Each area except agriculture is subdivided into specialized routes, with a core curriculum required of all routes and a group of elective courses for each. The precise number of class periods per week varies with the area under study, although all programs are 3 years in length. (See table 4.) Termination of a program confers a *bachiller: Bachiller en Comercio y Administracion* for commerce and administration majors; *en Artes Industriales* for industrial arts majors; *en Agropecuaria* for agricultural majors; and *en Artes* for art majors. Students who receive a diploma are considered prepared to pursue further their particular field or related fields at higher education institutions, or technically competent to enter the labor market's middle-level occupations.

Table 4.–Curriculum for the technical track of upper secondary education: 1975[1]
[– indicates zero hours]

Subjects	Periods per week 1st year	2d year	3d year
Commerce and administration:			
Core:			
Foreign language	3	3	2
Group activities	1	1	1
History of Ecuador	–	2	–
History of Ecuadorian boundaries	–	–	2
Human geography and economics of Ecuador	–	2	–
Human geography and world economics	2	–	–
Literary appreciation/ composition	3	2	2
Physical education	2	2	1
World history	2	–	–
Total	13	12	8
Secretaryship route:			
Accounting and commercial documentation	2	2	3
Commercial and legal writing	3	2	2
Elements of statistics	2	2	2
English correspondence	2	2	3
Health education or natural science	3	2	2
Mathematics	3	3	3
Office and archive organization and practice	2	3	4
Public relations	–	2	2
Shorthand/typewriting	7	7	8
Total	24	25	29
Bilingual secretaryship route:			
Accounting and commercial documentation	2	2	3
Administration and public relations	–	2	2
Commercial and legal writing:			
Spanish	3	–	–
Foreign language	–	2	2
Elements of statistics	2	2	2
Health education	1	1	1
Mathematics	3	3	3
Office and archive organization and practice	2	2	2
Shorthand:			
Spanish	4	–	–
Foreign language	–	4	5
Shorthand/typewriting	–	4	4
Technical foreign language	6	6	8
Typewriting	4	–	–
Total	27	28	32

See footnote at end of table, p. 11.

Table 4.–Curriculum for the technical track of upper secondary education: 1975—Cont.

Subjects	Periods per week 1st year	2d year	3d year
Accounting route:			
Accounting (theory and practice)	10	10	12
Administration and public relations	–	3	3
Budgeting	–	–	2
Commercial documentation	–	–	2
Commercial and legal writing	3	2	–
Ecuadorian commercial rights	–	2	–
Elements of economics and basic aspects of the general development plan	3	2	2
Labor and cooperative legislation	–	–	2
Mathematics	4	4	4
Mechanization of bookkeeping systems	–	–	2
Statistics	3	3	3
Typewriting	2	2	–
Total	25	28	32
Administration route:			
Accounting	3	3	4
Budgeting	–	–	2
Commercial and legal writing	3	2	2
Elements of economics and basic aspects of the general development plan	–	2	2
Labor and cooperative legislation	2	2	–
Mathematics	3	3	3
Office organization and practice	2	3	4
Organization and methods	–	–	2
Personal administration and public relations	3	2	2
Public and private administration	5	5	5
Statistics	2	2	2
Technical English	–	2	2
Typewriting	2	2	2
Total	25	28	32
Industrial arts:			
Core:			
Chemistry	3	3	3
Economic geography	–	2	–
Elements of economics and basic aspects of the general development plan	–	2	2
Foreign language	2	2	3
History of Ecuador	3	–	–
History of Ecuadorian boundaries	–	–	2
Literary appreciation/ composition	2	2	2
Mathematics	5	5	5
Philosophical problems	–	–	2
Physical education	2	2	1
Physics	4	4	4
Technical drawing	3	2	–
Total	24	24	24
General mechanics, automobile and diesel mechanics, agricultural mechanics, electricity, or electronics route:			
Technology and workshop practice	16	16	16
Total	16	16	16
Agriculture:			
Agricultural chemistry	–	–	3
Agricultural technology	–	–	2
Aviculture	3	–	–
Biology	5	3	3
Chemistry	3	3	–
Community development	–	–	3
Cultivation	–	4	3
Diseases	–	–	3
English	2	2	2
Fruit culture	–	4	4
Grain producing	–	4	3
Group activities	2	–	–
History of Ecuadorian boundaries	–	–	2
Horticulture	5	–	–
Land surveying	–	–	2
Manures and fertilizers	–	2	–
Mathematics	4	4	4
Mechanization	5	4	–
Physical education	1	1	1
Physics	3	3	–

See footnote at end of table, p. 11.

Table 4.—Curriculum for the technical track of upper secondary education: 1975—Cont.

Subjects	Periods per week 1st year	2d year	3d year
Rural administration	—	—	2
Soils	3	—	—
Spanish	2	2	2
Systematic botany	—	2	—
Technical drawing	2	2	—
Total	40	40	39
Arts:			
Core:			
Current philosophies	—	—	2
Ecuadorian sociology	—	—	2
Foreign language	2	2	2
General psychology	—	2	—
Geography of the world and Ecuador	2	1	1
Group activities	1	1	1
History of Ecuadorian boundaries	—	—	2
History of the world and Ecuador	2	1	1
Literary appreciation/ composition	2	2	2
Mathematics	3	2	2
Natural sciences	4	3	2
Physical education	2	2	2
Total	18	16	19
Plastic arts route:			
Aesthetics	—	—	2
Artistic anatomy	2	2	—
Carving	—	2	2
Ceramics	2	—	—
Design and decoration	—	3	3
Elective (painting, sculpture, ceramics, or graphic art)	—	9	10
Graphic art	3	—	—
History of art	2	2	—
Natural drawing	3	2	2
Painting	3	—	—
Sculpture	3	—	—
Technical drawing	2	2	—
Total	20	22	19
Music route:			
Coral practice and voice technique	4	4	3
History of music and music appreciation	5	5	3
Musical composition	—	2	3
Music theory and instrument practice	11	11	10
Total	20	22	19

[1]Prescribed in Resolutions No. 5624, 867, 1321, and 3049 of Dec. 9, 1970; May 15, 1972; Aug. 29, 1968; and June 19, 1970, respectively.

VOCATIONAL EDUCATION

Vocational programs and courses are terminal, even though some programs confer academic titles such as *Técnico Industrial* (industrial technician) and others, such as nursing, are conducted by universities.

The Ministry of Education sponsors two major vocational training programs—the short career courses at the secondary level and the short professional career courses at the higher education level. Both programs are designed to prepare skilled and semiskilled manpower within a minimum amount of time. The number of course hours in general subjects is limited (a maximum of 25 percent of instructional time). Practical training and on-job experiences are emphasized. In many cases these courses are offered during the evening or late afternoon so that working adults may enroll. Length of study varies from 1 to 2 years at the secondary level and up to 3 at the higher education level.

The Ministry also supports the 4-year, postprimary practical-vocational schools mentioned previously. These schools for study of home economics and agriculture, however, have been sharply reduced in number and will be totally phased out in the next few years.

The Ministry of Labor and Social Welfare and several private associations and businesses also sponsor some vocational programs in a variety of fields. Their purpose is to augment the formal training courses of the Ministry of Education and to upgrade the skills of existing workers. Many of these programs are also designed to help students and workers retrain for new careers. Length of study varies from less than a week to 3 years. Financial support is often provided by a combination of public and private funds and, in a few cases, foreign assistance; student fees, when charged, are minimal. (See table 5.)

Table 5.–Selected vocational training programs, with entrance requirement, target skill or occupation, and sponsoring agencies: 1973

Programs	Entrance requirement	Target skill or occupation	Sponsoring agencies
Short Career Courses *(carreras cortas)*	Basic cycle diploma	Office skills, manual skills, home economics, youth leadership, foreign language translator's helper	Ministry of Education
Short Professional Careers *(profesiones cortas)*	*Bachiller* certificate	Topography, bilingual secretary, medical technology, animal husbandry, forestry, etc.	Ministry of Education through the universities and polytechnical institutes
Vocational Training[1]	No special requirements	Crafts and factory management	Ministry of Labor and Social Welfare with representation from the Ministries of Education and Production
Industrial Technician Training[2]	Basic cycle diploma	Industrial mechanics and automechanics	Ministry of Labor and Social Welfare
Electrical Training[3]	Certificate of primary education for low-level craft courses or *bachiller* certificate	Electrical crafts	Ecuadorian Institute of Electricity *(Instituto Ecuatoriano de Electrificación)* and the Quito Electric Company *(Empresa Eléctrica Quito,* S.A.)
Handicraft Training[4]	No special requirements	Leathercraft, ceramics, metalwork, designing, etc.	House for Ecuadorian Culture *(Casa de la Cultura Ecuatoriana)*
Paramedical Training	*Bachiller* certificate	Nursing and medical technology	Ministry of Public Health through the universities
Tourism Training	Basic cycle diploma	Hotel clerks, bar attendants, receptionists, hotel and restaurant managers, and waiters	Hotel Association of Ecuador (AHOTEC—*Asociación Hotelera de Ecuador)* with representation from the Ministry of Natural Resources, Directorate of Tourism.

[1] At the *Servicio Ecuatoriano de Capacitación Profesional* (SECAP).
[2] At the *Instituto Técnico Ecuatoriano Alemán* (ITEA).
[3] At the *Centro Nacional Franco-Ecuatoriano* (CENAFE).
[4] At the *Instituto de Manualidades y Artesanías Populares.*

Source: Adapted from: UNESCO. *Ecuador Education: Opportunities for Socio-Economic Integration,* vol. II. Paris: UNESCO, 1973. Pp. 26-32; and Ecuador. *Reglamento General de Segunda Educación,* Quito, 1973.

Table 6.–Curriculum for the teacher-training track of upper secondary education: 1975[1]
[– indicates zero periods]

Curriculum	Periods per week				
	1st year	2d year		3d year	
		1st sem.	2d sem.	1st sem.	2d sem.
General:					
Biology and chemistry	4	4	–	–	–
Civics	–	–	2	–	–
Economic geography	–	2	–	–	–
General psychology	2	–	–	–	–
General sociology	–	2	2	–	–
Geography and history of Ecuador	4	–	–	–	–
History of Ecuadorian boundaries	–	–	–	2	–
Logic and ethics	–	–	3	–	–
Mathematics	3	3	–	–	–
Musical education and dance	2	2	2	–	–
Philosophy	–	–	–	2	–
Physical education	2	2	2	–	–
Physics	2	2	–	–	–
Plastic arts	2	–	–	–	–
Quechua and foreign language	4	4	4	4	4
Spanish language and literature	5	3	–	–	–
Technical and artistic electives[1]	3	2	2	2	2
Professional:					
Academic evaluation	–	–	–	–	2
Educational research	–	–	–	–	3
Group activities	2	2	–	–	–
History and philosophy of education	–	–	–	–	3
Introduction to pedagogy	–	4	2	–	–
Psychology of education	–	3	3	–	–
School administration and legislation	–	–	–	2	2
School statistics	–	–	–	2	–
Sociology of education	–	–	–	2	3
Teaching mathematics	–	–	2	2	2
Teaching music education	–	–	–	–	2
Teaching natural sciences	–	–	2	2	2
Teaching observation and practice	–	–	7	7	–
Teaching physical education	–	–	–	–	2
Teaching plastic arts	–	–	–	–	2
Teaching social sciences	–	–	–	2	2
Teaching Spanish	–	–	2	2	2
Vocational counseling	–	–	–	2	2
Work techniques in one-teacher schools	–	–	–	2	–
Total	35	35	35	35	35

[1]Prescribed by Resolution No. 3358, Sept. 16, 1969.
[2]Electives include home economics, industrial arts, music education, plastic arts, physical education, and agriculture.

TEACHER EDUCATION

Preservice teacher preparation is available at both the secondary and higher education levels, but many practicing teachers have not completed all requirements of their respective programs. Inservice training is available at two centers *(Centros de Capacitación Docente)* located in the cities of Quito and Guayaquil. The two teachers unions *(Unión Nacional de Educadores* and *Asociación de Educadores 13 de Abril)* have not taken active roles in teacher education.

Secondary Level

Teacher-training programs at the secondary level prepare teachers for elementary education by means of a 3-year teacher-training track *(educación normal)* in the diversified cycle. Currently 42 secondary schools (22 public and 20 private) offer the elementary teacher-training track. Government plans announced in 1974, however, call for reducing the number of programs to seven, and upgrading elementary teacher-preparation programs to junior college level.

The curriculum consists of general subject matter and professional courses, with the latter accounting for a little over one-third of total instructional hours. (See table 6.) No distinction is made between the training of preschool and primary school teachers, or between that of rural and urban teachers except in the practice-teaching situation and the location of the schools.

Entrance requirements to the teacher-training track are the same as for others of the diversified cycle, namely, completion of the basic cycle. Graduates receive a *bachiller* certificate *(Bachiller en Ciencias de la Educación)* and may pursue advanced studies at a university.

Higher Education Level

Teachers for secondary education programs, including the teacher-training track of the diversified cycle, are prepared by faculties of education (or philosophy and letters) at universities. Their 4-year course of study leads to the title *Profesor de Enseñanza Secundaria* (professor of secondary education), which fully accredits them in accordance with governmental regulations. A fifth year of study leads to the *Licenciado en Ciencias de la Educación* and a sixth year to the *Doctor en Ciencias de la Educación.*

The course of study for students planning on educational administration careers is similar: after 4 years of university study, such students are granted the title *Administrador* or *Supervisor de Educación.* Likewise, secondary school counselors are prepared in 4-year university programs that lead to the *Licenciado en Psicología Educativa y Orientación Vocacional,* or 6-year programs leading to the *Doctor en Psicología Educativa.*

Inservice training at one of the Ministry of Education's centers may substitute for at least part of the basic 4-year university program. Employed teachers without proper teaching credentials may earn the title *Profesor de Enseñanza Secundaria* by completing specific inservice courses.

HIGHER EDUCATION

The *Ley de Educación Superior* defines and governs higher education institutions. Since 1966, however, there have been three versions of this law, all of which are disputed. References in this report are to the 1966 version, as it alone has been both promulgated by the Government and initially accepted by the country's higher education institutions. Revised versions dated 1971 and 1973 have failed to win the favor of the universities and polytechnical schools, even though the 1971 edition was officially promulgated by the Government.

Ecuador has 14 universities (5 private and 9 public) and 3 public polytechnical schools that are members of the *Consejo Nacional de Educación Superior* (National Council of Higher Education), a coordinating body for the country's higher education institutions. (See table 7 for 1974 data on these institutions.)

All institutions, including private ones, receive some financial assistance from governmental sources. Under the principle of university autonomy, their administration, management, organization, program of studies,

Table 7.–Selected universities and polytechnics[1] by control, with date founded, location, and faculties: 1974
[– indicates source gave no data]

Institutions	Date founded	Location	Faculties, schools, or departments offering undergraduate degree programs
Universities:			
Public:			
Universidad Central del Ecuador	1769	Quito	Administration, Architecture, Agricultural Engineering, Banking Economics, Biochemistry, Chemical Engineering, Civil Engineering, Dentistry, Economics, Fine Arts, Geology,

See footnote at end of table, p. 16.

Table 7.–Selected universities and polytechnics by control, with date founded, location, and faculties: 1974 —Cont.

Institutions	Date founded	Location	Faculties, schools or departments offering undergraduate degree programs
Universidad Central del Ecuador (continued)			International Law, Journalism, Languages, Law, Medical Technology, Medicine, Mines, Nursing, Obstetrics, Pedagogy, Petroleum, Pharmacy, Physical Education, Physiotherapy, Planning, Psychology, Sociology and Political Science, Social Service, Speech and Hearing, Statistics, Topography, and Veterinary Medicine
Universidad Estatal de Guayaquil	1867	Guayaquil	Administration, Agricultural Engineering, Architecture, Chemical Engineering, Civil Engineering, Dentistry, Economics, Industrial Engineering, Journalism, Languages, Law, Library Science, Medical Technology, Medicine, Natural Sciences, Nursing, Obstetrics, Pedagogy, Political Sciences, Psychology, and Veterinary Medicine
Universidad de Cuenca	1868	Cuenca	Administration, Architecture, Biochemistry and Pharmacy, Chemical Engineering, Civil Engineering, Dentistry, Economics, Industrial Engineering, Law, Political Sciences, Medicine, Nursing, Obstetrics, Philosophy, Social Service, and Topography
Universidad Nacional de Loja	1869	Loja	Agricultural Engineering, Law, Medicine, Sciences of Education, and Veterinary Medicine
Universidad Técnica "Luis Vargas Torres" de Esmeraldas	1950	Esmeraldas	Administration, Forestry, Plant Sciences, and Sciences of Education
Universidad Técnica de Manabi	1952	Portoviejo	Agriculture, Agricultural Engineering, Electrical Engineering, Mechanical Engineering, and Veterinary Medicine
Universidad Técnica de Ambato	1969	Ambato	Administration, Industrial Engineering, and Speech and Hearing
Universidad Técnica de Machala	1969	Machala	Administration, Agricultural Engineering, Sciences of Education, and Sociology
Universidad Técnica de Babahoyo	–	Babahoyo	–
Private:			
Pontificia Universidad Católica del Ecuador	1946	Quito	Administration, Anthropology, Civil Engineer-

Table 7.–Selected universities and polytechnics by control, with date founded, location, and faculties: 1974 —Cont.

Institutions	Date founded	Location	Faculties, schools, or departments offering undergraduate degree programs
Pontificia Universidad Católica del Ecuador (continued)			ing, Economics, Humanities, Languages and Linquistics, Law, Medical Technology, Nursing, Pedagogy, Philosophy, Political and Social Sciences, Psychology, Sacred Studies, and Social Service
Universidad Católica de Santiago de Guayaquil	1963	Quayaquil	Administration, Architecture, Civil Engineering, Economics, Law, Mathematics, Medicine, Nursing, Pedagogy, Psychology, Social Service, and Social Sciences
Universidad Laica "Vicente Rocafuerte"	1963	Guayaquil	Administration, Architecture, Civil Engineering, Economics, Law, Sciences of Education, and Social Service
Universidade Católica de Cuenca	–	Cuenca	Administration, Agricultural Engineering, Chemical Engineering, Economics, Law, Pedagogy, and Social Service
Universidad Técnica Particular de Loja	1971	Loja	Cattle Industries, Civil Engineering, Economics, Fine Arts, and Languages
Polytechnics (public):			
Escuela Politécnica Nacional	1869 (reorganized 1945)	Quito	Chemical Engineering, Civil Engineering, Electrical Engineering, Electronic Engineering, Geology, Industrial Engineering, Mechanical Engineering, Mine Engineering, Petroleum Engineering, and Telecommunications
Escuela Superior Politécnica del Litoral	1958	Guayaquil	Electrical Engineering, Geology, Mechanical Engineering, Mines, Naval Engineering, and Petroleum Engineering
Escuela Superior Politécnica de Chimborazo	–	Chimborazo	–

[1]The institutions selected are the 14 universities and 3 polytechnics that are members of the *Consejo Nacional de Educación Superior* (National Council of Higher Education).

Source: *Estadísticas Universitarias.* Quito: Instituto de Investigaciones Economicas y Financieras, Universidad Central del Ecuador, 1974.

certificates or degrees issued, and research and budget allocations are internally controlled. Academic standards are the responsibility solely of institutional authorities, and, by law, may not be prescribed by outside agencies. The physical plant of universities and polytechnics are also protected by law from interference or control by outside agencies (including law enforcement agencies).

Enrollment growth has been impressive over the past several years. Between 1962 and 1967 enrollment in-

creased less than 9 percent yearly, but between 1967 and 1972 annual growth averaged 30.5 percent. The largest increases during these periods were in education, engineering, and economics; the smallest, in medicine and law. Female enrollment was 30 percent of the total enrollment in 1972, a 12-percent increase over the 1962 figure.

Universities

The largest and oldest university in the country is the public *Universidad Central.* It accounts for almost one-third—31.3 percent—of total higher education enrollments, followed by the *Universidad de Guayaquil,* which has 20.9 percent. The *Pontificia Universidad Católica del Ecuador* with 12.6 percent is the third largest institution and most important private university. All other higher education institutions account for 27.1 percent of total enrollments.

Admission to a university program requires completion of the diversified cycle of secondary education and a *bachiller* certificate. In addition, private universities generally administer entrance examinations and specify which area of study may be pursued (depending upon a student's secondary education specialization).

The usual course of study is 4 or 5 years in length for a professional title or the degree *Licenciado.* Shorter and longer programs exist according to the specialization or university. The degree *Doctor* is granted to medical and dental students upon completion of their studies or in some cases to law, humanities, and psychology students.

There are relatively few graduate programs, most of which are in the beginning stages of development. Only in professional education is there a fairly uniform progression of titles and degrees. Other postgraduate studies are offered by the *Universidad Central* in international sciences and urban planning and by the *Universidad Laica "Vincente Rocafuerte"* in social service. Postgraduate studies in administration are planned by the *Pontificia Universidad Católica.* (See table 8.)

The internal organization of universities follows the

Table 8.—Selected higher education programs, with duration, degrees granted, and universities: 1974

Programs	Years of study	Degrees granted	Universities[1]
Administration (including statistics and accounting) . .	4	Licenciado en Administración Pública	UCE
	5	Doctor en Adminstración Pública	UCE
	4	Licenciado en Administración de Empresas	UCE
	5	Ingeniero Comercial	UCE, UG, UTA, USC
	4	Contador Auditor	UCE, UC
	5	Doctor en Contabilidad y Auditoría	UCE
	3	Contador Público	UTL
	4	Licenciado en Administración	UTA
	4	Licenciado en Auditoría	UTA
	5	Doctor en Auditoría	UTA
	6	Ingeniero Comercial	UVR
	5	Administrador de Empresas	UC
Agriculture and veterinary medicine	5	Ingeniero Agrónomo	UCE, UG, UMAN
	5	Doctor en Medicina Veterinaria	UCE, UG, UMAN

See footnote at end of table, p. 20.

Table 8.–Selected higher education programs, with duration, degrees granted, and universities: 1974 — Cont.

Programs	Years of study	Degrees granted	Universities[1]
	3	Técnico en Administración Ganadera	UG
	5	Ingeniero en Industrias Agropecuarias	UTL
	5	Ingeniero en Alimentos	UTA
Architecture and urban studies	5	Arquitecto	UCE, UC, UCS
	6	Arquitector	UG
	3	Auxiliar Técnico de Edificaciones y Dibujante Arquitectónico	UG
Chemistry and pharmacy	6	Doctor en Química	UCE
	6	Doctor en Bioquímica y Farmacia	UCE
	5	Doctor en Ciencias Químicas	UG
	5	Químico Farmacéutico	UG
	5	Doctor en Bio-química y Farmacia	UC
	5	Doctor en Química Industrial	UC
Dentistry	5	Doctor en Odontología	UCE, UG, UC
Economics	4	Licenciado en Ciencias Económicas	UCE
	6	Economista	UCE, UG, UVR
	6	Doctor en Economía	UCE
	5	Economista	UTL, UC, UCS
Education	4	Profesor de Enseñanza Secundaria	UCE, UVR
	4	Licenciado en Ciencias de la Educación	UCE
	6	Doctor en Ciencias de la Educación	UCE, UCS
	4	Administrador-Supervisor de Educación	UCE
	5	Licenciado en Ciencias de la Educación	UVR, UCS
Engineering	6	Ingeniero Civil	UCE, UVR, UMAN UCS, UG, EP
	6	Ingeniero Químico	UCE, EP
	6	Ingeniero en Minas	UCE
	6	Ingeniero en Geología	UCE, EP
	6	Ingeniero en Petróleos	UCE, EP
	3	Topógrafo	UCE, UC

See footnote at end of table, p. 20.

Table 8.–Selected higher education programs, with duration, degrees granted, and universities: 1974—Cont.

Programs	Years of study	Degrees granted	Universities[1]
	5	Ingeniero Químico	UG
	5	Ingeniero Civil	UTL, UC
	3	Topógrafo Dibujante	UTL
	5	Ingeniero Electricista	UC
	6	Ingeniero Mecánico	UMAN, EP
	6	Ingeniero Eléctrico	UMAN, EP
	6	Ingeniero Industrial	UMAN, EP
	5	Ingeniero Industrial	UG
	6	Ingeniero Electrónico	EP
Fine arts	5	Licenciado en Artes Plásticos	UCE
	3	Decorador	UCS
Jurisprudence	5	Doctor en Jurisprudencia	UCE
	4	Licenciado en Derecho Internacional	UCE
	6	Abogado	UVR
	6	Doctor en Jurisprudencia y Abogado Tribunales de Justicia	UC
	4	Licenciado en Jurisprudencia	UCS
	6	Abogado	UCS
Medical sciences	[2]6	Doctor en Medicina y Cirugía	UCE, UC, UNL
	[2]7	Doctor en Medicina y Cirugía	UG
	[2]5	Doctor en Medicina y Cirugía	UCS
	4	Obstetriz	UCE, UC
	3	Enfermera	UCS
	4	Licenciada en Ciencias de la Enfermería	UCE, UC, UG UCS
	4	Tecnólogo Medicó	UG
	3	Terapista Ocupacional	UCE
	3	Técnico en Laboratorio Clínico e Hispatología	UCE
Natural sciences	6	Doctor en Ciencias Naturales	UG
	5	Licenciado en Ciencias Naturales	UG
Philosophy and letters (including language and humanities)	5	Licenciado en Filosofía	UG

See footnote at end of table, p. 20.

Table 8.—Selected higher education programs, with duration, degrees granted, and universities: 1974—Cont.

Programs	Years of study	Degrees granted	Universities[1]
	5	Doctor en Filosofía	UG, UC
	5	Licenciado en Lenguas	UG, UTL
	3	Licenciado en Humanidades	UC
	5	Doctor en Geografía e Historia	UC
	5	Licenciado en Ciencias de la Información	UC
	4	Licenciado en Ciencias de la Información	UCE
Political and social sciences	4	Licenciado en Ciencias Sociales	UCE
	6	Doctor en Ciencias Internacionales	UCE
	4	Licenciado en Ciencias Políticas y Sociales	UVR, UC
Psychology	4	Licenciado en Psicología y Orientación Vocaciónal	UCE
	6	Doctor en Psicología Educativa	UCE
	5	Licenciado en Psicología	UG, UCS
	6	Doctor en Psicología Clínica	UCE
	6	Doctor en Psicología	UCE
Social work	4	Licenciado en Servicio Social	UCE, UC, UG, UCS
	4	Trabajador Social	UVR
	3	Trabajador Social	UCS

[1]Universities in which programs are offered are abbreviated as follows: UCE, Universidad Central del Ecuador; UG, Universidad Estatal de Guayaquil; UC, Universidad de Cuenca; UVR, Universidad Laica "Vicente Rocafuerte" de Guayaquil; UCS, Universidad Católica de Santiago de Guayaquil; UTA, Universidad Técnica de Ambato; UTL, Universidad Técnica Particular de Loja; UMAN, Universidad Técnica de Manabi; EP, Escuela Politécnica Nacional.

[2]Exclusive of internship and residency requirements.

Source: Instituto de Crédito Educativo y Becas, Quito.

principle of cogovernment. In public institutions, administration consists of (1) a *university assembly* as ultimate authority in charge of electing upper-level officials (rector, vice rector, and principal professor representative) and supervising their conduct when necessary; (2) a *university council* charged with the general functioning of the university; (3) a *rector* as first officer of the university, chairman of the assembly and council, and legal representative of the university; (4) a *vice rector;* (5) a *faculty council* with attributes similar to the university council but on the departmental level *(facultad)*; and (6) the *deans* and *directors* in charge of specific university programs.

University assembly members include the senior teaching staff and student representatives from the diverse faculties. Members of the university council are the rector, vice rector, deans of the faculties, principal professor representative, a professor representing the Ministry of Education, a professor representing academic programs, and a student representative from each faculty.

Private institutions are organized in similar fashion, depending upon their original charter.

Polytechnics

Higher technical training is also found in three polytechnical schools: one located in each of the country's two major cities of Quito and Guayaquil; and the third, a new institution, in Chimborazo. The length of studies is 6 years for the title *Ingeniero*. Admission requires the *bachiller* certificate with preference given to those students specializing in the sciences at the secondary level. There is a 2-year graduate program in industrial engineering at the National Polytechnic of Quito and plans to extend graduate programing to include other technically related areas. The two older polytechnics have a good reputation within the country, maintaining a greater proportion of full-time instructors with advanced degrees than most other higher education institutions.

Other Postsecondary Institutions

Military academies and seminaries for training priests are not under the jurisdiction of the Ministry of Education. Their programs of study are 5 to 6 years in length. Military academies offer the title *Ingeniero* upon completion, usually in technically related areas. Seminaries grant the degree *Licenciado en Filosofía y Teología.*

Postsecondary education institutions that are neither universities nor polytechnics include the following:

Public

Academia de Guerra (Quito)
Escuela Militar de Aviación (Salinas)
Escuela Naval Militar (Salinas)
Instituto Nacional de Policía (Quito)
Escuela Superior y Colegio Militar "Eloy Alfaro"

Private

Instituto Superior de Pedagogía de San Vicente de Pául (Quito)
Instituto Superior Salesiano de Filosofía y Pedagogía (Quito)

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SELECTED GLOSSARY

Actividades complementarias	Supplementary activities
Año escolar	School year
Aplazado	Not passed
Aprobado	Passed
Asamblea universitaria	University assembly
Asociación de clase	Group activities
Bachillerato, bachiller	Baccalaureate; the diploma granted upon completion of secondary school
Buena	Good (6.8 to 8.2 in the grading system)
Carreras cortas	Short career courses at the upper secondary level
Centros agropecuarios	Adult education agricultural centers
Centros artesanales	Adult education handicraft centers
Centros escuelas	Adult education school centers
Centros talleres	Adult education workshop centers
Ciclo básico	Three-year basic (lower) cycle of secondary education, covering grades 7 through 9
Ciclo diversificado	Three-year diversified (upper) cycle of secondary education, covering grades 10 through 12
Colegio	School, usually secondary level
Consejo universitario	University council
Curso de capacitación	Training course
Educación asistemática	Nonformal education
Educación básica	Elementary education covering grades 1 through 9—still in the planning stage
Educación extraescolar	Nonformal education
Educación media	Literally, middle education; equivalent to U.S. secondary education
Escuela adaptada	School for adults
Escuela completa	Primary school with six or more teachers
Escuela fiscal	Public school dependent upon the National Government for financial support
Escuela mixta	Coeducational school
Escuela normal	Teacher-training school at the upper secondary level
Escuela particular	Private school
Escuela pluridocente	Primary school with two to five teachers
Escuela unitaria	Single-teacher primary school
Facultad	School or major department of a university
Formación de maestros	Teacher training
Júnta	Council
Modalidades	Curriculum routes or areas of emphasis in addition to the core curriculum
Muy buena	Very good (8.3 to 9 in the grading system)
Opciones prácticas	Practical options or electives
Pensionado	A fee-charging school
Pre-escolar	Preschool
Profesiones cortas	Short professional career courses at the higher education level
Regular	Average (6.0 to 6.7 in the grading system)
Sobresaliente	Excellent (9.1 to 10 in the grading system)

—Edward J. Nemeth
Teachers College
University of Nebraska

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